



	si	no	¿Porque?
Es como una escuela en los Estados Unido.			
Hay muchos niños.			
Hay muchos profesores.			
Los niños escuchan el professor.			
Ellos cantan.			
Ellos van a la escuela en autobús.			
Ellos estudian ingles.			
Los estudiantes son muy con tentos.			

## Escuelas argentinas



## Barco de refugiados

4



Laura Terrill

## Barco de refugiados

Lorna Dee Cervantes

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Como almidon maiz  
me deslizo, pasando por los ojos  
de mi abuela, biblia a su lado.  
Se quita los lentes.  
El puden se hace espeso.

Siento que soy un cautivo  
a bordo de un barco de  
refugiados.  
El barco que nunca atraca.  
El barco que nunca atraca.

Mama me crio sin lenguaje.  
Soy huérfano de mi nombre  
español.  
Las palabras son extrañas,  
tartamudeando en mi lengua.  
mis ojos ven el espejo, mi reflejo:  
piel de bronce, cabello negro

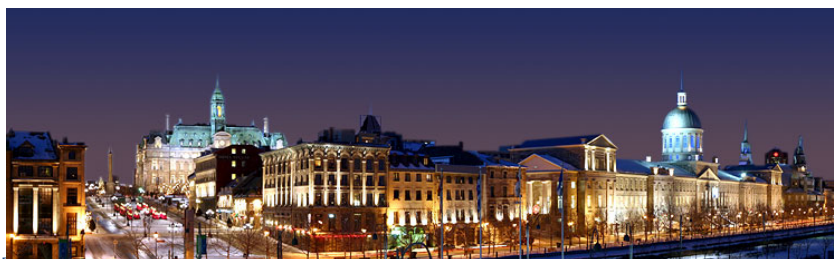
Laura Terrill

## Les dix plus belles villes du monde

[http://maplanete.com/blog/view/id\\_33237/title\\_LES%20DIX%20PLUS%20BELLES%20VILLES%20DU%20MONDE/](http://maplanete.com/blog/view/id_33237/title_LES%20DIX%20PLUS%20BELLES%20VILLES%20DU%20MONDE/)

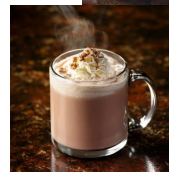
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10. **Montréal** figure souvent parmi les listes des villes les plus romantiques de la planète. Pour les Américains surtout, **Montréal** représente un heureux mélange de charme européen et de culture nord-américaine. Pour les sorties en tête à tête, au restaurant, dans un bar ou au concert, **Montréal** n'a pas son pareil.



Laura Terrill

## Tear Sheet Vocabulary



## El Chocolate

Desde el principio se consideraba el chocolate un regalo de los dioses. Los aztecas tenían un mito acerca de su origen divino. Según la leyenda, un dios vino a la tierra y trajo una planta de cacao robada del paraíso. Les enseñó a los indios a hacer el chocolate de las semillas. Los indios las tostaron y las molieron para hacer una bebida sabrosa. Los otros dioses castigaron al dios ladrón por lo que hizo: les reveló el secreto suyo.

## Chocolate

From the beginning chocolate was considered a gift from the gods. The Aztecs had a myth about its origin. According to the legend, a god came to earth and brought a cocoa plant that was stolen from paradise. He taught the Indians how to make chocolate from the beans. The Indians toasted and ground the beans to make a delicious drink. The other gods punished the robber god for what he had done: he had revealed their secret.

(Adapted from Sass, L. J. 1985, Mayo-Junio. Alimento de los dioses. Américas, 37, 3)

## Chocolate



Each student has a page of images. Teacher tells the story, acting out and emphasizing details. Students identify order of images.



Students write a thank you letter to the robber god, thanking them for chocolate.



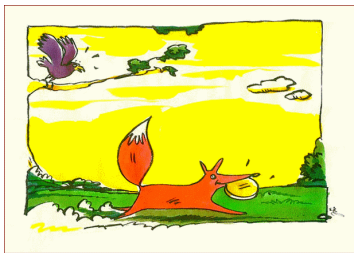
Students talk about chocolate / hot chocolate, when they drink it, what the weather is like, if they like it or not, if it's healthy for them.

## No such thing as naughty anymore?

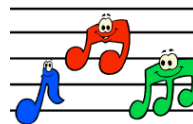
More and more badly behaved children are being diagnosed with conditions like ADHD. Latest figures show global use of ADHD drugs has nearly tripled since 1993..... Some experts say this is the tip of the iceberg and there are many more children out there going undiagnosed. But what ever happened to sheer naughtiness ?

By Michelle Roberts BBC News health reporter

## Predict the story.

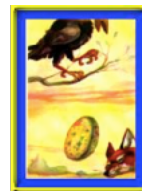


crow, fox, cheese, sing



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Predict the story.

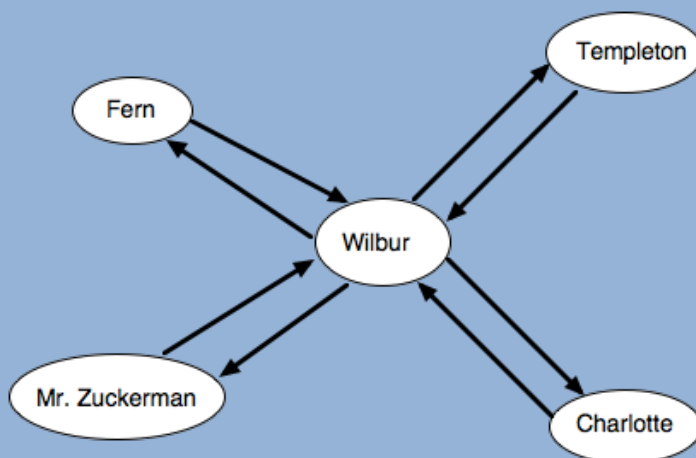


- ☐ The fox says hello to the crow.
- ☐ The crow is upset.
- ☐ The fox gives advice to the crow.
- ☐ The fox tricks the crow.
- ☐ The crow sings for the fox.
- ☐ The crow has a piece of cheese.

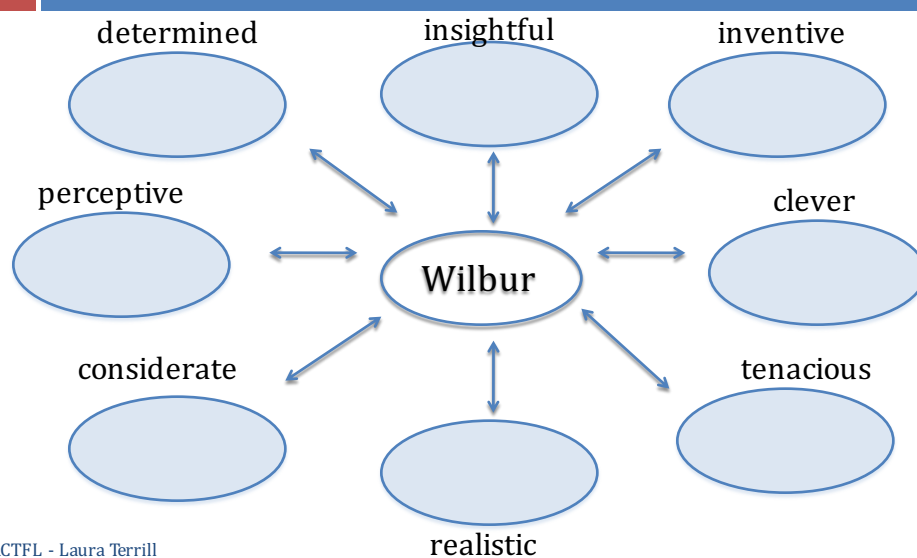
Predict the story.

spider	little girl	state fair
generous	pig	egg sack
selfish	farmer	geese
rat		

## Story Map



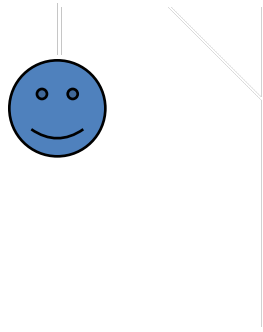
## Character Trait Map



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## Hangman



g e n e r o u s

## Story Map

Characters:
Setting:
Problem:
The goal:
Event 1:
Event 2:
<b>Event 3:</b>
Event 4:
Event 5:
Antagonist:
Protagonist:
Climax:
Point of view:
Message:

## Concrete / Relative / Abstract



## Concrete



Tell me what you see.  
What is going on in the  
picture? What did the  
character do in the story?

## Relative



Relate the picture or story to a personal experience..

## Abstract



Compare, contrast or connect the picture to an idea, to something else that is happening. What is the theme of the story?

## Bloom's Choice Board

remembering understanding	applying analyzing	evaluating creating
applying analyzing	evaluating creating	remembering understanding
evaluating creating	remembering understanding	applying analyzing

[http://www.odu.edu/educ/roverbau/Bloom/blooms\\_taxonomy.htm](http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)

Laura Terrill, Maine 2014

## Literacy Tic-Tac-Toe

Create a scrabble board by selecting a key word and connecting as many other words as possible. All words must be relevant to the text.	Construct a graphic organizer that categorizes the main ideas and supporting details. <b>or</b> Develop a biopoem describing a character or one that gives the characteristics of a particular item or event. Incorporate information that is significant to the text.	Write a critique or an editorial justifying your opinion using excerpts from the text.
Design a role play that highlights a conflict and attempts to resolve the conflict. <b>or</b> Create a concrete or abstract visual representation of a critical section and write an explanation of your artwork.	Create an advertisement/promotion for the text. Prepare a presentation that seeks to convince others to endorse your ad campaign.	Brainstorm around a word. Create a concept web/map using words and drawings that are relevant to the text.
Explore how the text might be different if you introduced a new character or changed critical facts. Explore what would happen if.....	Create an ABC book review of the text choosing words that begin with each letter of the alphabet. The words that you choose must connect to the text.	Create a flashback from the viewpoint of a character or event in the text. Be sure that the flashback connects to the text and that it enhances the reader's understanding. <b>or</b> Write several questions that would allow you to understand the text better. Be sure that your questions expect others to think in different ways.

Laura Terrill, Maine 2014

## Processing — Save the last word for me



Write an idea that you want to try and/or a question that you have. Turn the card over and explain a bit more about how you will use the idea. If you wrote a question, write your personal answer or what you think the answer might be.

## Save the Last Word for Me

(Dialogue Journals)

Locate five statements or quotations that you find interesting as a reader. Write the statement or quote in your journal or on one side of an index card. Then, write your comments or questions about the statement on the back side of the index card or in your journal. Share the quote in your small group inviting others to add their thoughts. Do not share your thinking until everyone in your group has given a reaction.

## Teaching Nonfiction Reading

We need to teach students:

- How to use the questions we give them and how to create questions of their own.
- How to use clues an author provides to identify main ideas and supportive details.
- How to successfully summarize and retell the important information both during and after reading.
- How to recognize the most common textual patterns — comparing and contrasting, explaining causes and effects, laying out a sequence of events, describing a process.

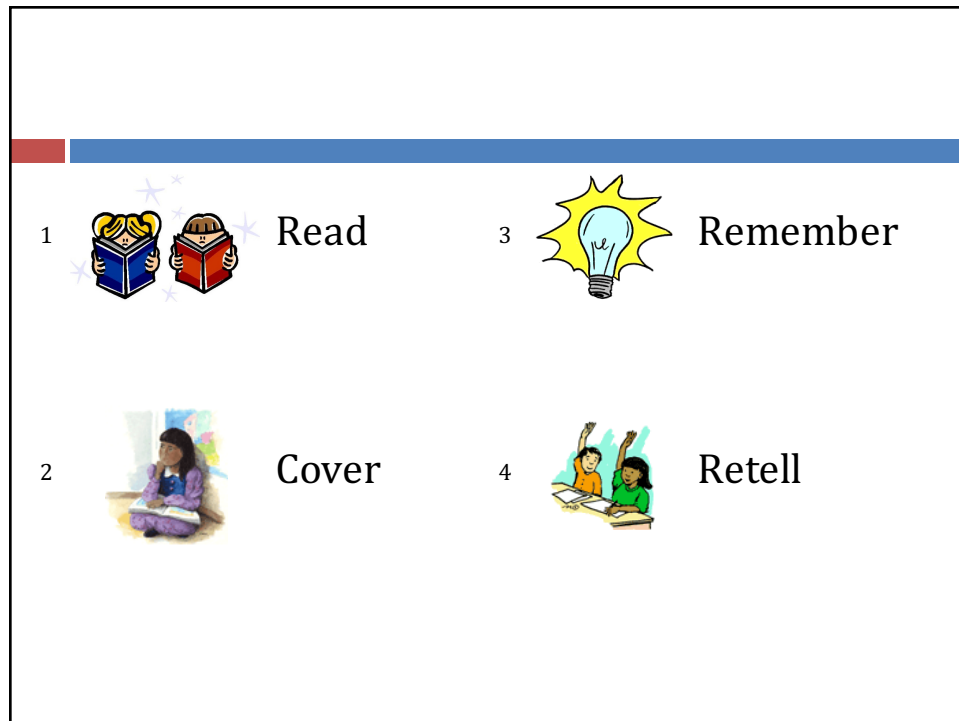
Adapted from *Discovering Nonfiction: 25 Powerful Teaching Strategies*



Juan Ponce de León, the explorer, was born in Valencia, Spain, in 1460. As a teenager he joined Spanish forces that defeated the Moors. In 1493 he accompanied Cristóforo Colombo in his second voyage to America. Later Ponce de León was granted a commission to explore Borinquen. He then set out to colonize the island of San Juan Bautista and build the first settlement called Caparra. He served as first governor from 1509-12. During his term as governor the island's name was changed from San Juan Bautista to Puerto Rico. Ponce de León went on to achieve other accomplishments. His tomb is found at the San Juan Cathedral in Old San Juan. His family estate is the Casa Blanca, another popular tourist site.

Laura Terrill, Maine 2014

<http://www.elboricua.com/BoricuaKids.html>



## Retelling

1. Teacher reads a passage aloud.
2. Each student reads the same passage on their own, continuing to read and reread the passage until he is able to write a retelling in his own words.
3. Student writes a retelling.
4. Students share their retellings, noting the differences.

## Proof for / Proof against

Proof For		Proof Against
	Juan Ponce de Leon was born in Puerto Rico.	
	Puerto Rico was the name of the island when Christopher Columbus arrived.	
	Juan Ponce de Leon was very talented.	

## Magnet Summaries

Students use this strategy to identify key words. Then, they use those key words to write a summary.

soldier explorer  
Columbus  
colony Puerto Rico  
governor, tomb, estate

Juan Ponce de Leon was a soldier and an explorer. He fought for Spain, then traveled to the new world with Columbus. There, he became governor of Puerto Rico. Today you can visit his tomb and his former home.

Buehl, 2001



## ¿Te fijas sólo en lo grande?

*¡Lo pequeño es importante!*

No pases por alto las plantas y los animales más pequeños. El Yunque aloja muchos pequeños habitantes sin los que el bosque no podría sobrevivir. Aquí no hay jaguares ni monos. Hay especies más pequeñas que ocupan el lugar que los animales grandes tienen en los bosques continentales.



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## ¿Hay flores que curan el cáncer?

*¿A dónde van los científicos en busca de remedios?*

De las 3,000 plantas que se sabe tienen propiedades que combaten el cáncer el 70% son especies de bosques pluviales. La "playera" ha ayudado a miles de niños con leucemia. Los científicos estudian los bosques de los trópicos, incluyendo los de Puerto Rico, con la esperanza de descubrir nuevas plantas milagrosas.

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## Proof for / Proof against

Proof For		Proof Against
	Animals in El Yunque are similar to those found in continental rainforests.	
	Many plants that cure cancer come from rainforests.	
	Scientists feel they have already found most of the beneficial plants located in rainforests.	

## Literacy Review

Read each term. Place a **T** next to the word if you understand it well enough to teach someone else. Place **H** if you have heard of it. Place a **?** if the term seems new to you.

- |  |  |
|--|--|
| <input type="checkbox"/> greet and go        | <input type="checkbox"/> logographic clues       |
| <input type="checkbox"/> most important word | <input type="checkbox"/> authentic text          |
| <input type="checkbox"/> RAFT                | <input type="checkbox"/> text-to-text connection |
| <input type="checkbox"/> retell              | <input type="checkbox"/> interpretive mode       |

Meaning does not arrive because we have highlighted text or used sticky notes or answered the comprehension worksheet.

Meaning arrives because we are purposefully engaged in thinking while we read.

- Tovani